

TRANSFORM



**2021-2022
YEAR END REPORT**



**EQUAL
OPPORTUNITY
SCHOOLS**

DISTRICT, SCHOOL AND FUNDING PARTNERS

Thank You

for your efforts, energy, and investment in creating more equitable learning environments for students of color and low-income students. This report is dedicated to you in celebration of the work we achieved this year **together.**



together
we can make a difference

PARTNER

Apply to join the next cohort of 100 schools working with us.



DONATE

Impact thousands of students of color and low-income students.



“We decided to partner with EOS because with our research and evaluation, EOS was one of the few non-profits that's data directly proved they could really move the needle for Black and Brown students in public education.”

Justin Steele
Principal at the Google Foundation





TRANSFORM VISION

In the 15 months that I have been the CEO of Equal Opportunity Schools (EOS), we have been an organization in transformation. Amidst one of the most devastating health crises of our lifetime, educators' work is more challenging than ever. As the EOS team watched COVID-19 take its toll on our education system, we committed to adapting our work to meet the needs of our school partners as they navigate the "new normal" and prepare students for a changing world.

Leading our organization through a process of adaptation and evolution required my own individual transformation. As I learned EOS from a new perspective, understanding every aspect of its internal operations and how it affects our school partners, we as an organization began to grow and dive into areas we had never thought about before. For the first time, we have launched a comprehensive strategic plan emphasizing expanding our technology, data infrastructure, research, and exploring new ways to expand program offerings. Through this plan, we will guide and support school districts in a unique way that meets our current and evolving education landscape.

This has been a challenging process for everyone at EOS, but our community of partners has truly kept us going. On behalf of EOS' Board of Directors and staff, I would like to extend a heartfelt thank you to all of you. We are thankful that you see the value in our vision and mission and believe in us. Because of your support, we can stay at the forefront of research, technology, and innovation so that students across the country have equitable access to advanced academic programs.

Sincerely, thank you.

Eddie Lincoln

Chief Executive Officer, Equal Opportunity Schools

TRANSFORM IMPACT

EVERY YEAR, NEARLY 1 MILLION STUDENTS OF COLOR AND LOW-INCOME HIGH SCHOOL STUDENTS ARE READY TO TAKE AP, IB, AND OTHER ADVANCED COURSES. YET, THESE SAME STUDENTS ARE NOT ENROLLED IN THESE PROGRAMS ACROSS THE COUNTRY. EOS EXISTS TO CHANGE THAT.



Over the past two years, American high schools have experienced massive disruptions due to the COVID-19 pandemic. Our partners have persevered despite school closures, mental health challenges, teacher shortages, and burnout in their advanced courses.

IN PARTNERSHIP WITH EOS, SCHOOLS HAVE
ADDED **52,776** students of color and low-income students to AICE, AP, and/or IB courses as of September 2021.

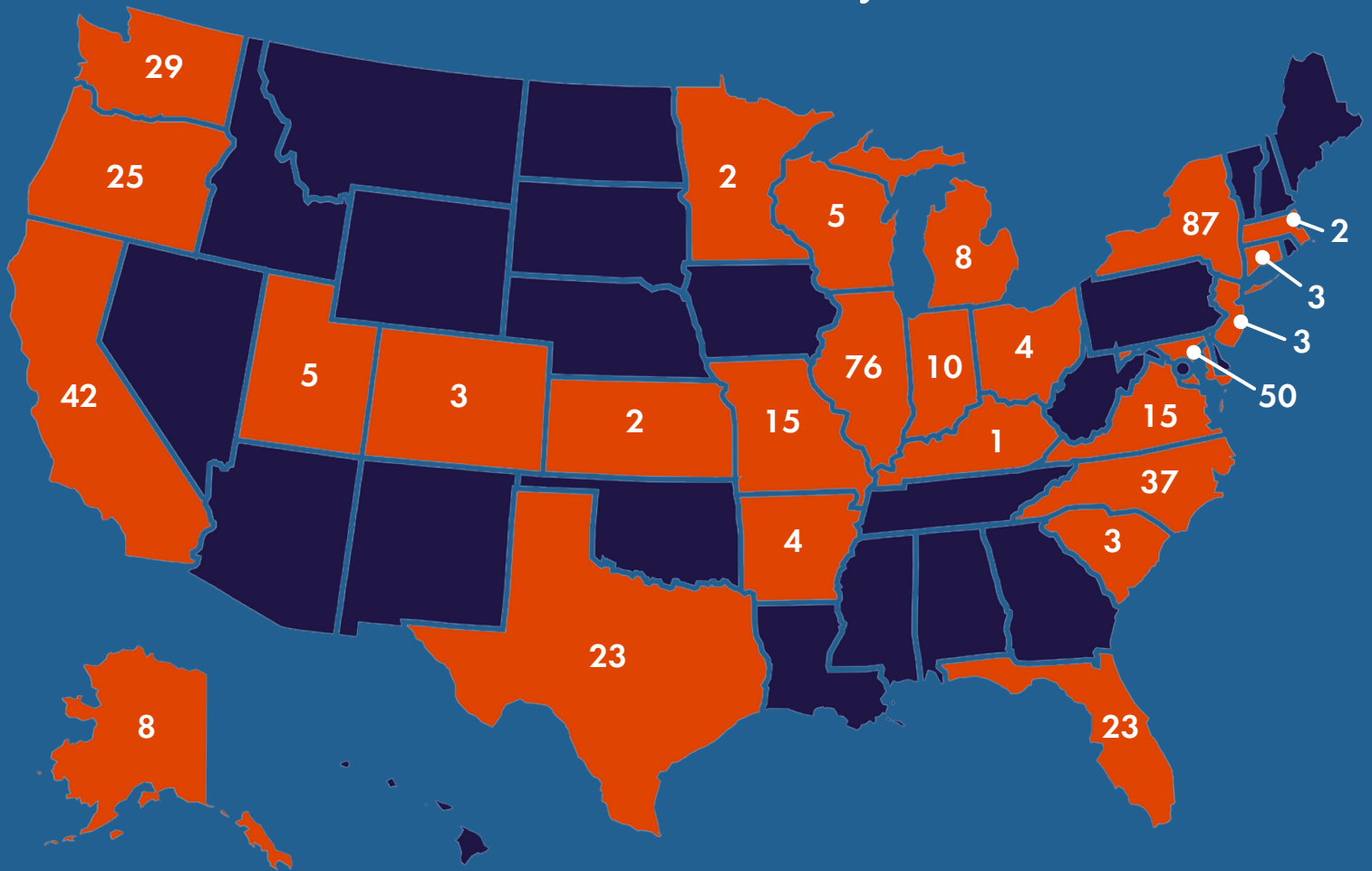
“Outreach and individual conversations with students have been a highlight of the work with school staff. Reactions from students have ranged from elation that they have been selected for these opportunities to intense emotion as many learn to accept that we believe in them and their dreams. One student was moved to tears after a single conversation with an Assistant Principal reignited her passion and drive to become a nurse. She thanked the staff for believing in her and her dreams.”

*Pasco County School District
Land O’Lakes, FL*

Mrs. Booker, Principal of Hernando High School, had an established relationship with a student who popped up on an insight list. Mrs. Booker saw her in the hall and asked her if she ever thought about taking an AP course. The student responded that she was unaware she was allowed to take an AP course. Mrs. Booker stated that they were going to enroll her next school year and the student later thanked her and told her she was the first adult to ever tell her she believed she could take an advanced course and be successful in it.

*Hernando County School District
Brooksville, FL*

Number of Schools by State



...in the 2021-2022 school year,
we partnered with...



485
high schools



114
school districts



26
states

TRANSFORM

RESEARCH INTO ACTION

A 2020 REPORT BY THE EDUCATION TRUST FOUND THAT USING GRADES AND TEST SCORES ALONE TO DETERMINE READINESS FOR ADVANCED HIGH SCHOOL COURSES PERPETUATES INEQUITIES BETWEEN STUDENTS OF COLOR AND LOW-INCOME STUDENTS.



ONLY
15%
OF NON-AP/IB
STUDENTS

feel challenged by their current coursework

...we did our own research...

When we asked over **15,000 TEACHERS**
"What best predicts success in AP and IB courses?"

TEACHERS
WERE
4x
MORE LIKELY

to indicate
MINDSETS,
PERSEVERANCE,
& MOTIVATION
over GPA, test scores, or prerequisites.

By broadening the definition of "readiness" using an equity lens, schools find that many more students are ready to succeed than those only determined by GPA, test scores, and prerequisites.

It's more likely that students of color and low-income students will succeed in advanced courses when schools cultivate cultures of belonging. In researching students' experiences of belonging after enrolling in advanced coursework, we've found that specific factors contribute to a sense of belonging.

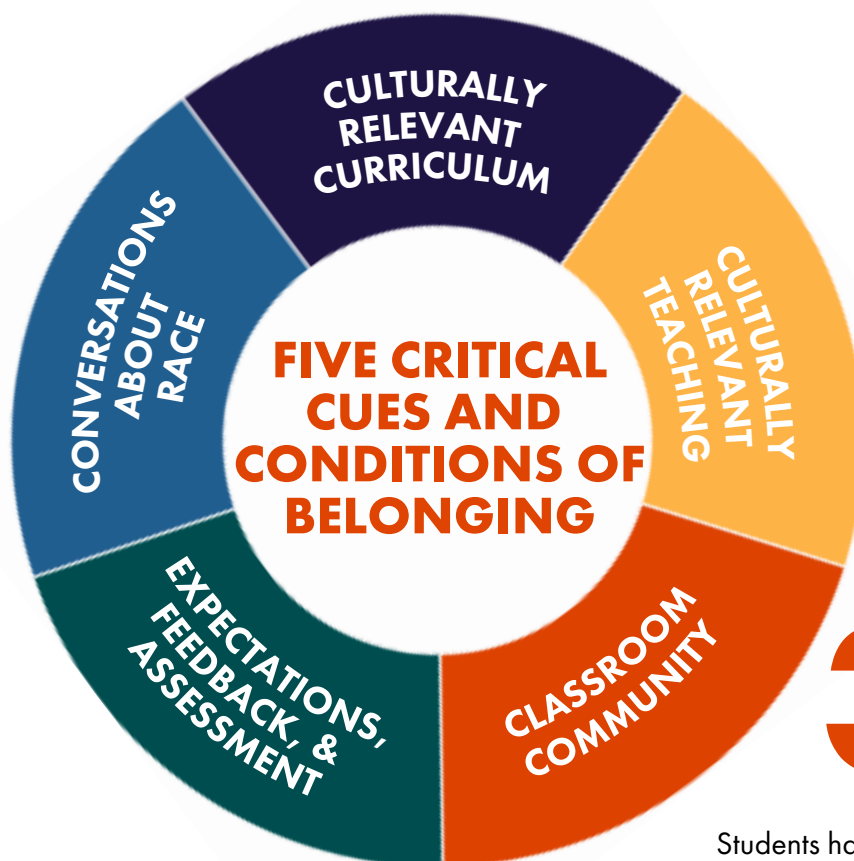


EOS leveraged quantitative data from student surveys and qualitative data from focus groups to determine what we call the "Five Critical Cues and Conditions of Belonging."

1 Students engage in activities and assignments that express their personal identities, discuss race and gender identity, and are relevant to their interests.

Students talk about race with teachers and peers in ways that feel positive and meaningful.

5



2

Teachers value the students' racial identities, establish rules of respect for the class, and help the students relate the content to their own lives.

3

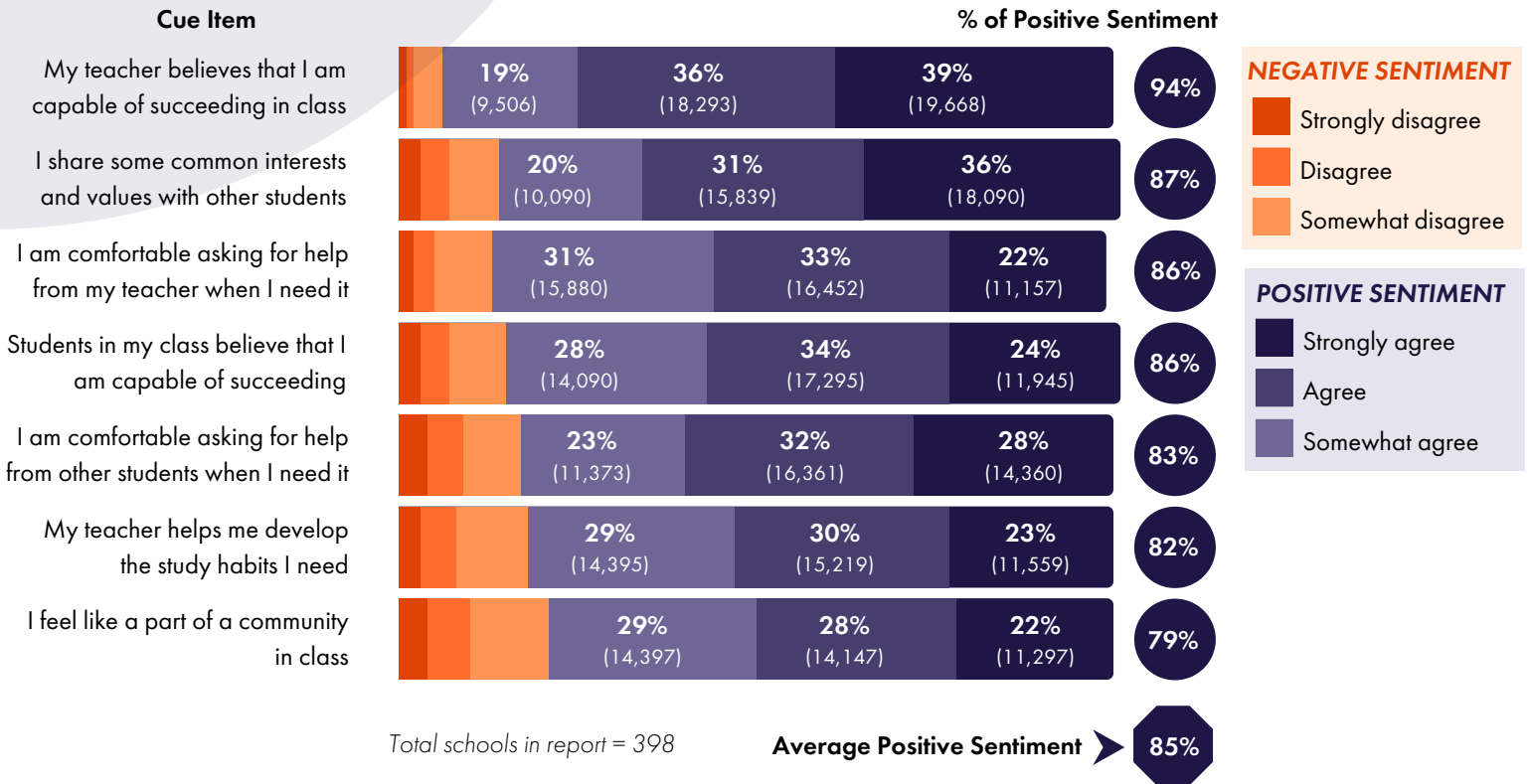
Students have a classroom environment where they feel supported, can ask peers and teachers for help, and feel like they are part of a community.

Students can make mistakes without affecting their grades, and teachers clearly explain the high expectations they have for students.

4

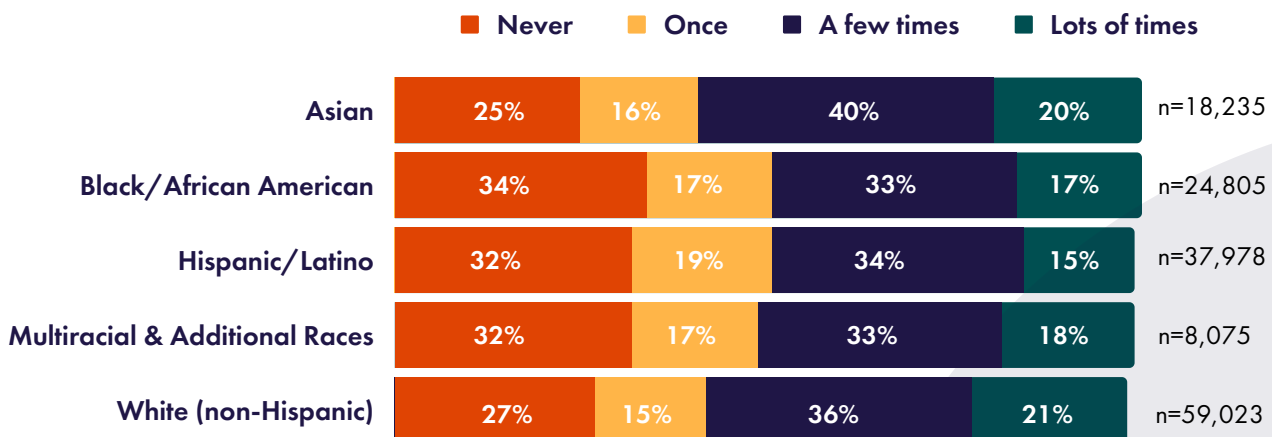
CUES AND CONDITION OF BELONGING # 3: CLASSROOM COMMUNITY

Students have a classroom environment where they feel supported, can ask peers and teachers for help, and feel like they are part of a community.



...we've done our research, refined our tools, and provided our partners with actionable data...

HOW MANY TIMES HAVE STUDENTS BEEN INVITED TO PARTICIPATE IN AICE/AP/IB BY A STAFF MEMBER?



TRANSFORM RESEARCH INTO ACTION

In the 2021-22 school year, EOS implemented a comprehensive report on the Cues and Conditions of Belonging to assist educators in taking concrete actions to improve belonging for historically denied students.

Experiences of belonging are not just nice to have. They are essential to the successful, positive, and transformational experiences of students in advanced coursework. Working toward opportunities to belong is a critical step in each school's journey to sustainably create equitable access, experiences, and success in advanced coursework.

A4E

We have analyzed surveys from more than 90,000 students over the last four years and conducted focus groups with more than 100 students. This robust research led us to begin aligning and evolving the A4E model.

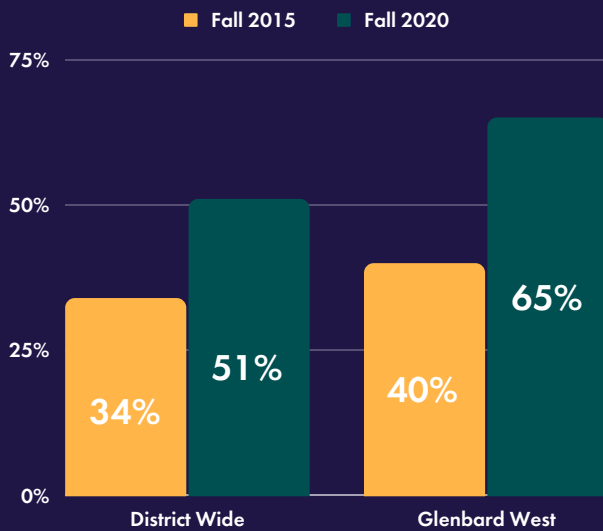
01. Introducing the Five Critical Cues and Conditions of Belonging to partners in Phase 1
02. Completely re-designing the Phase 2 experience with four workshops centered on belonging
03. Researching and working to ensure a deeper dive into belonging for partners in Phase 3 by redesigning our Equity Leader Labs.



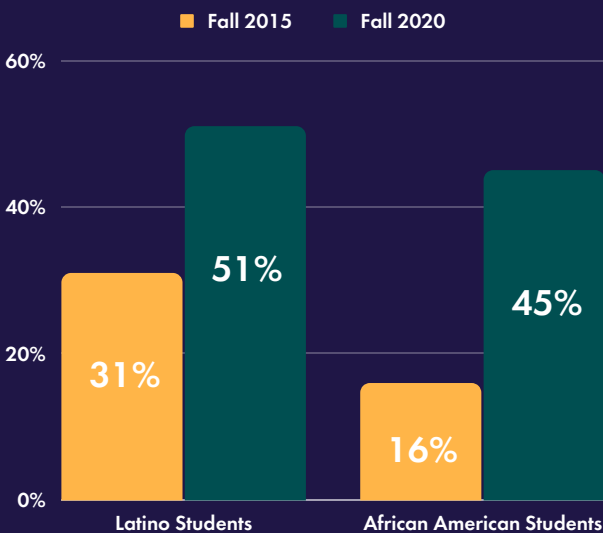
TRANSFORM SCHOOLS



11TH & 12TH GRADE STUDENTS OF COLOR & LOW-INCOME STUDENTS TAKING AT LEAST ONE AP CLASS



GLENBARD EAST LATINO & AFRICAN AMERICAN STUDENTS TAKING AT LEAST ONE AP CLASS



Glenbard School District

When Glenbard School District in Illinois began its partnership with EOS in Fall 2015, 34% of their 11th and 12th-grade students of color took AP classes. By Fall 2020, that percentage rose to 51%. During this time, Glenbard West High School increased its participation rates in AP classes for students of color and low-income students from 40% to 65%. In addition, the AP enrollment for Latino students at Glenbard East High School grew from 31% to 51% and for African American students from 16% to 45%.

During the enrollment improvement, nearly double the number of students of color and low income passed at least one AP course. The numbers are particularly transformative in their AP STEM courses. In Fall 2015, approximately 50 students of color and low-income students enrolled in at least one AP STEM course. By Fall 2020, the number had increased to nearly 250, and the pass rate and average grade also improved.

Verona Area High School

After adopting the EOS model in Fall 2013, Verona Area High School in Wisconsin increased AP enrollment among low-income students and students of color by 25% in just one year. Over the past nine years, they have added over 500 students of color and low-income students to AP courses. In Spring 2014, 30 students of color and low-income students passed at least one AP course. In Spring 2021, 122 students passed at least one AP course.

NUMBER OF STUDENTS OF COLOR AND LOW-INCOME STUDENTS PASSING AT LEAST ONE AP COURSE

- Spring 2014
- Spring 2021

30

122



TRANSFORM INVESTMENT



Grant News

In spring 2022, we received an investment from Blue Meridian Partners to build a program and delivery model that is more sustainable and unlocks our ability to reach every high school in the United States. With this investment, we will build evidence to evaluate, understand, and validate our impact. We will also refine our program model through updates to our tools, delivery mechanisms, and programmatic offerings that more efficiently and sustainably drive impact. At the same time, we will test new channels to reach districts at scale through a cohort-based approach.

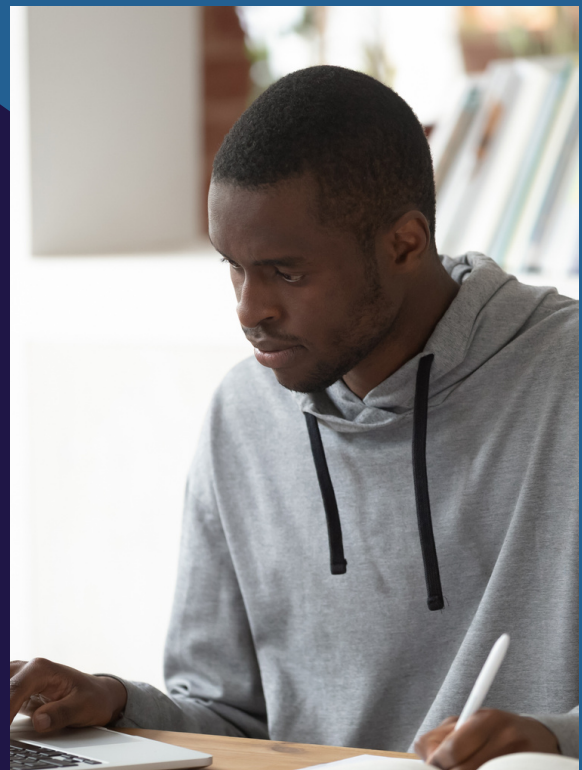
New Partnerships

In Summer 2021, EOS and [Kingmakers of Oakland](#) (KOO) received a [generous grant](#) from the [NBA Foundation](#) in honor of the Foundation's one-year anniversary. This award strengthens the long-standing partnership we have with KOO. Together with this grant, we are working to empower Black youth, school districts, and equity-focused education organizations in three NBA markets: Atlanta, Memphis, and New Orleans. In the summer of 2022, we will accept proposals from select districts to receive comprehensive support systems to transform district, school, and classroom leaders into equity champions.



"This work doesn't scale or grow without partners. We are excited and grateful for the opportunity to partner with the NBA Foundation in service of improving education and life outcomes for Black boys. KOO and EOS fundamentally believe that Black boys are brilliant, beautiful, and possess innate greatness."

Chris Chatmon
CEO of Kingmakers of Oakland



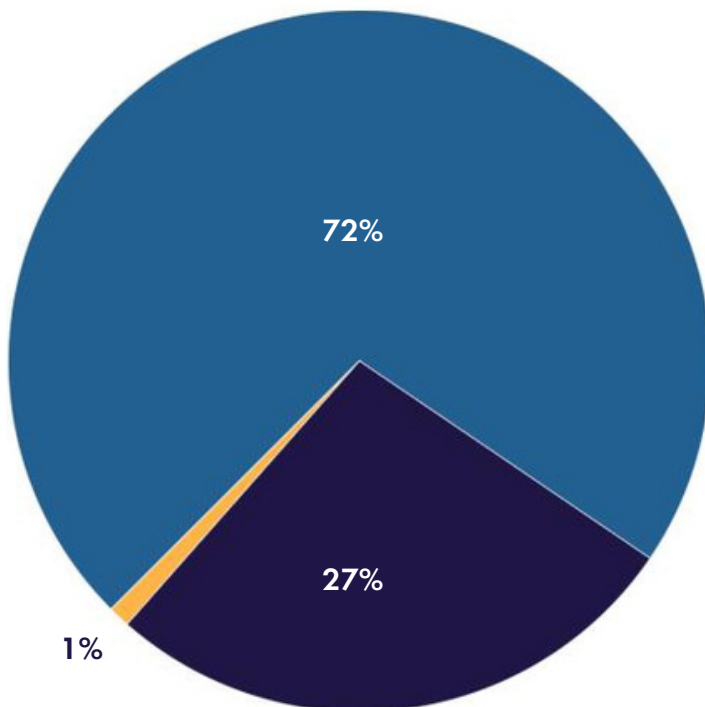





“Equal Opportunity Schools distinguishes itself in the market as a dynamic opportunity closing solution. The team has successfully identified the structural barriers to access—including gatekeeping on AP and IB courses, developed technical solutions to close the opportunity gap, and have established strong adaptive strategies for developing adult capacity to build equitable learning environments that support students to flourish once they are moved into AP and IB tracks.”

Gisele Shorter
Program Officer, Raikes Foundation



2021 SPENDING



-  PROGRAM SERVICES
-  GENERAL
-  FUNDRAISING & DEVELOPMENT

TRANSFORM STRATEGY

AS WE MOVE AHEAD, WE ARE PROUD TO ANNOUNCE THE IMPLEMENTATION OF OUR 2022-2025 STRATEGIC PLAN. THIS PLAN REFLECTS THE LESSONS WE HAVE LEARNED DURING OUR FIRST TEN YEARS AND REAFFIRMS OUR UNWAVERING BELIEF IN YOUNG PEOPLE'S TALENT AND GENIUS AND OUR COMMITMENT TO BUILDING SYSTEMS THAT WILL ACCELERATE THEIR ACADEMIC PROGRESS.



To ensure we meet the demands of the current moment with deliberate speed, capacity, and commitment, we have updated our mission and vision and clarified our theory of action.



Mission

Equal Opportunity Schools (EOS) strengthens educator and system leader capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for students of color and low-income students so that they may thrive in their postsecondary pursuits and life goals.

Vision

We envision a nation where secondary schools become equitable systems that acknowledge, support, nurture, and grow the talent and genius of students of color and low-income students.

Theory of Action

FOR **SECONDARY SCHOOLS**
TO EQUITABLY PREPARE
STUDENTS FOR POSTSECONDARY
SUCCESS:

EOS WORKS WITH
**SCHOOLS, DISTRICTS &
STATES** TO PROVIDE:

SO THAT THEY CAN:

TO **CREATE**
CONDITIONS
SUCH THAT:



STUDENTS

need to feel they belong and are connected to trusted adults and have equitable opportunity and success in rigorous high school postsecondary pathways

EDUCATORS

need opportunities to reflect courageously on their use of data, reflect on equity within their instructional practice, and transform patterns of opportunity and success

SCHOOLS, DISTRICTS & STATES

need better data and insights to understand and act on patterns of equitable opportunity and success

Cutting-edge diagnostic measures and real-time analytics that illuminate patterns of access, belonging and success and help educators and system leaders understand how students are experiencing their schools

Deep professional learning experiences and coaching that support educators and system leaders to dig deeper into root causes, practices and policies of inequitable access, belonging and success

Identify and add students who are excluded from rigorous high school postsecondary pathways

Redesign school practices, culture, and policies aligned to equitable enrollment and success in rigorous high school postsecondary pathways

STUDENTS

experience increased sense of belonging and equitable enrollment in rigorous postsecondary pathways

EDUCATORS

experience transformative opportunities to reflect, learn and adapt their beliefs and strategies

SCHOOLS, DISTRICTS & STATES

act on data to create and implement school policies, cultures and practices that operationalize commitments to equitable learning environments, conditions of belonging and success in rigorous high school postsecondary pathways

IN ORDER TO ESTABLISH SYSTEMS WHERE:

STUDENTS

are participating, have a sense of belonging and succeed in rigorous postsecondary pathways

EDUCATORS

shift their mindsets and practices to support and sustain student participation, belonging and success in rigorous postsecondary pathways

SCHOOLS, DISTRICTS & STATES

create, implement and continuously improve policies and practices that sustain patterns of equitable participation, belonging and success

PARTNER

Apply to join the next cohort of 100 schools working with us.



DONATE

Impact thousands of students of color and low-income students.



Transform together

RESEARCH THAT MATTERS

The Education Trust partnered with Equal Opportunity Schools to investigate access to AP STEM courses. Our in-depth analysis revealed that Black and Latino students and students from low-income backgrounds are denied access to AP STEM courses. The trend persists despite student interest in studying STEM in college and pursuing a STEM career. In fact, our analysis shows that for many Black and Latino students, STEM courses are their favorite subject areas.



[Read the Full Report](#)